Choices for Success

A fair and consistent behaviour approach

Families Booklet

Introduction

At West Meadows Primary School, we are proud to share our renewed Behaviour Approach, effective from January 2026. This updated approach builds on our strong school values and commitment to creating a safe, respectful and nurturing environment where every child can thrive.

Our focus remains on positive relationships, restorative practices and high expectations for all. We believe that when adults model kindness, consistency and respect, children learn to do the same.

Clear Expectations

Children know what is expected of them in all areas of school life. Expectations are shared regularly through assemblies, lessons and class practice.

Proactive Support

We prevent issues before they arise by providing engaging lessons, consistent routines and emotional support. Every child is encouraged to take responsibility for their own behaviour.

Restorative Practice

When things go wrong, we focus on repairing relationships rather than assigning blame. Restorative discussions help children reflect, understand the impact of their actions and make better choices next time.

Individual Support

Some children may need extra help to manage their behaviour. We work closely with parents, carers and external professionals to create personalised support plans when needed.



How we work together

Staff will:

- Model positive behaviour and respect at all times.
- Recognise and praise children who demonstrate our values.
- Address concerns calmly and consistently.
- Support children to reflect and repair relationships when needed.

Parents and Carers will:

- Support the school's values and behaviour approach.
- Communicate openly with staff about any concerns or changes at home.
- Reinforce positive behaviour and respect at home.

Students will:

- Follow our school values in all they do.
- Treat others with kindness and respect.
- Take responsibility for their actions.
- Work hard and allow others to learn.

Together, we create a community built on mutual respect and understanding.

Core Values

Our behaviour approach is rooted in our four core value. These values guide everything we do – in classrooms, on the playground and beyond.

These values replace traditional “rules” and help children make thoughtful choices that reflect our shared ethos.



Kind



Respectful

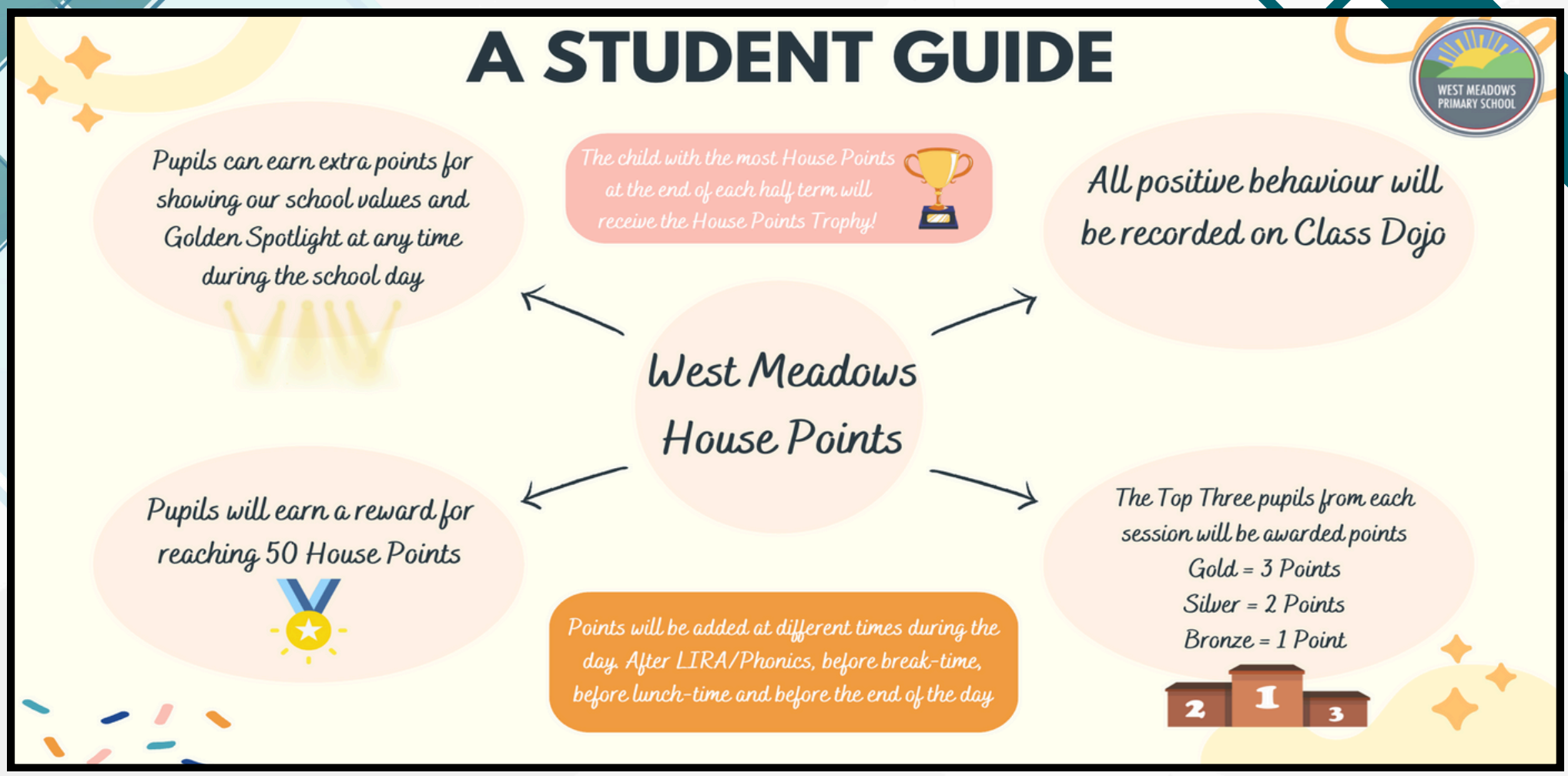


High Aspirations



Proud

What do we do for positives?



This overview is designed to help parents and carers understand how our new positive behaviour and House Points system works in practice, and how it aligns with our Behaviour Policy.

How children earn House Points

Children can earn House Points for:

Demonstrating our school values

Putting in extra effort or showing resilience

Making positive choices around school

House Points can be awarded at any point during the school day and are recorded on Class Dojo, allowing parents to celebrate successes at home too.

Some behaviours go over and above our expectations. When this happens, children may receive Golden Spotlight recognition from staff, public praise and celebration in class or assembly and certificates or special mentions

We believe that positive behaviour should be noticed, named and celebrated.

Responding to behaviour concerns

Choices for Success

A FAIR AND CONSISTENT BEHAVIOUR APPROACH

Core Principles

1. **Consistency is key –** follow the stages in order and apply expectations fairly to all pupils; do not skip steps except in cases of serious incidents.
2. **Positive framing –** behaviour conversations always link back to our values: We're Respectful, We're Ambitious, We're Proud.
3. **Assertive choice direction –** use clear "either... or..." language to provide children with a positive route back to success.
4. **Narrate the consequence –** calmly explain the consequence that will follow if behaviour does not improve.
5. **Short regulation window –** when giving an assertive choice, always allow a brief moment for the child to redirect and regulate before moving to the next stage.

In Class Actions

STAGE 1 – Reminder of Expectations
Children are given a reminder of the school values or the requirement
(I notice you are.... You need to be....
Teacher clearly states this is Stage 1

STAGE 2 – Verbal Warning
Teacher clear states this is a verbal warning and Stage 2.
Narrate the consequence if behaviour continues

STAGE 3 – In Class Intervention
Teacher clearly states this is Stage 3 and an in-class intervention is needed
This may involve moving seats or adaptations to accessing the lesson

STAGE 4 – Social Time Consequence
Teacher clearly states this is stage 4
The student will miss 15 minutes of their next social time for reaching this stage

Senior Leader Support

STAGE 5 – SLT Intervention
Contact a member of SLT for support to discuss consequences of their actions
Child will remain with SLT for the remainder of that lesson

STAGE 6 – Informal Parental Contact
Class teacher to conduct an informal meeting with parents to discuss behaviour
May take place face-to-face or via phone call

Structured Intervention

STAGE 7 – Individual Behaviour Plan
A formal meeting will be held with the class teacher, head teacher, parent and child.
At this meeting, targets will be agreed upon for child, home and school to work upon.

Consistency is Key



West Meadows School Values

Kind: We treat others with care, using gentle words and actions, and help people feel happy and included.

Proud: We celebrate our achievements, feel good about who we are, and take care in everything we do.

High Aspirations: We always try our best, believing we can improve and work hard to achieve our goals.

Respectful: We listen carefully, use polite words and treat people, places and things with care.

When behaviour falls short of expectations, we respond fairly, consistently and with care. Our staged approach ensures children understand what went wrong and how to improve.

Every incident is treated as a learning opportunity, with a focus on restoration and a fresh start; however, we will have high expectations of the behaviour of our students across school.

We understand that children are still learning how to manage emotions and behaviour. When difficulties arise behaviour is discussed in an age-appropriate way and the behaviour is addressed, not the child

Sanctions, when needed, are proportionate and follow a clear, stepped approach outlined above. Parents will always be informed if behaviour becomes a concern.

Consistent Routines

Arrival into Class

The aim is to ensure a calm, consistent and purposeful transition into learning, where pupils feel welcomed, safe and ready to begin the school day. A clear structure at the classroom threshold supports positive relationships, reinforces expectations and creates a smooth start for every lesson.



Prepare the Threshold

The teacher stands at the threshold—half in the classroom, half in the corridor—positioned so that they can greet every child while simultaneously scanning the room behind them. This is the anchor point of the routine.

Teachers should be present before pupils arrive, ensuring the learning space is organised, calm and inviting.



Greet Every Child

As the line reaches the threshold, the teacher greets each child individually with a brief, warm interaction—this may be a smile, a friendly nod, or a quiet "Good morning." The key is consistency and genuine connection.

This action communicates belonging, positive regard and the expectation of a fresh start for every learner. It also allows staff to quickly gauge wellbeing and set the tone for respectful behaviour.



'Do Now' Routine

Once inside, pupils start a clearly signposted 'Do Now' task that is already visible on the board or on their tables. The teacher continues to monitor the settling process from the threshold until all pupils are seated and engaged.

This step ensures that learning begins promptly, behaviour expectations are reinforced and pupils understand that the classroom is a place of immediate purpose.



Narrative the Positive

The teacher reinforces expectations by narrating the positive behaviours they see: "I can see Sam standing smartly in line," or "Thank you, Year 3, for waiting so calmly." This calm commentary helps anchor the desired behaviours and encourages others to follow without direct correction.

Narrating the positives creates a constructive, encouraging climate and ensures that pupils experience the line-up as a predictable, supportive part of the school day.



Check for Compliance

Teachers use simple, visual and verbal cues to guide movement, ensuring there is no pushing, rushing or clustering.

This step reinforces order, maximises safety and ensures children transition smoothly to their learning space without unnecessary delay or distraction.

Once in the room, continue to monitor the class and pause if you are not getting 100% compliance with your expectations.

Consistent routines play a vital role in supporting positive behaviour and effective learning. When children know what to expect, they feel safe and ready to learn. Clear routines help reduce anxiety, support self-regulation and allow children to focus their energy on learning rather than uncertainty.

From January at West Meadows Primary School, consistent routines will be used across classrooms and shared spaces so that expectations are familiar and predictable for all children. This consistency supports fairness, helps children develop independence and reinforces positive behaviour choices throughout the school day.

By maintaining agreed routines, adults across school provide children with the stability they need to succeed.

Why do we have an approach?

Our behaviour policy sets out how we do things at West Meadows Primary School. It explains our shared approach and our commitment to creating a calm, safe and positive environment where all children can learn and thrive.

The policy provides a clear framework for how behaviour is supported, encouraged and managed across the whole school. This ensures consistency, fairness and clarity, so expectations and routines are the same in every classroom and at every point in the school day.

Importantly, our behaviour policy is not about individual children or staff members. It reflects our whole-school approach and the values we uphold as a community. By clearly outlining our expectations and practices, the policy supports positive behaviour that enables the best possible learning environment for everyone.

We will be launching our 'Choices for Success' Approach on Monday 5th January with a whole day focused on the principles and expectations as part of our personal development offer.

